

HUMAN RIGHTS AWARENESS AMONG B.ED. STUDENTS

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Abstract

Everyone is entitled to all the rights and freedoms set forth in this declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore no distinction shall be made based on the political, jurisdictional, or international status of the country or territory to which a person belongs, whether it is independent, trust, non-self-governing or under any other limitation of sovereignty for this, awareness of Human rights is an elementary essential for human beings, If one should not aware anything's, how he or she can [protect themselves? Consequently awareness is a best clarification of everybody. In this way, the researchers decided that to study the relevance of the awareness of Human Rights in the students of Teacher training college. Therefore, the investigator prepared a questionnaire on Human Rights Awareness and Collected the Data about awareness of Human Rights from B. Ed Students to find a conclusion of the study.

Introduction

Education is the instrument to address inequalities by promoting equality, social justice and respect for the individual human being. These are preconditions for ensuring rights. The 1986 educational policy of India suggests various measures to bring equality through the system of education. NPE 1986 recommends the redesigning of the curriculum, textbooks, training of teachers and administrators to remove gender bias from textbooks and bring change in the status of women and educational development of the SC/ST population at all stages and levels of education.

The Curriculum Framework of 2000 reiterated the view that education is an important instrument to fight inequality and to respond to the social, cultural, emotional and economic



needs of students. The National Curriculum Framework 2005 (NCF) provides opportunities to promote respect for the child as an individual, social justice, equality, tolerance etc. NCF (2005) expects the school curriculums to provide “adequate experience and space for dialogue and discourse in the school to build such a commitment in children”.

Therefore issues and values addressing human rights should be integrated across the entire school activities, classroom environment, school management, teacher-pupil relationship, and teaching-learning process, etc. Teachers should continue to occupy the central role in the whole teaching-learning process in the context of generating human rights awareness among students.

Framework of Teacher Education Curriculum developed by the National Council of Teacher Education (NCTE) is anchored firmly on the view that the teachers themselves should internalize the values of justice, liberty, equality and secularism so that they can interpret them effectively to the students. It strongly believes that the education of teachers is necessary in promoting consciousness towards human rights and their practice inside classroom.

Thus teacher education curriculums in India suggests that Indian teachers are expected to be well-equipped with the 3As (*Awareness, Analysis and Action*) of human rights and have the necessary skills to identify the values and concerns related to human rights But the growing incidence of violation of the rights of children by the teachers themselves in the form of caste/class/religion-based discrimination, corporal punishment and even violation of the modesty of children, etc. is a cause of serious concern for all education officials and calls for some urgent remedial measures. This study is an attempt at measuring the awareness of teacher trainees of various issues and concepts related to human rights.

Review of Literature

Hart (1997) as part of Human Rights USA project conducted a study and found that less than 8% of the adults and only 4% of the young people in the USA are aware of Declaration of Human Rights. The teachers lack the knowledge of basic ‘A’ of human rights (i.e. Awareness) and they cannot be expected to practice the other two ‘As’ (Analysis and Action).



Murray (1999) in his case study worked on to promote rights. The purpose was primary level. The research was conducted on Grade 3 Classroom of nineteen students over a three month period and qualitative data was collected via interviewing, narratives and observations. The research led to devising a framework of participatory indicators, which reflected the child participants emerging conceptions of there.

Sharma (2001) conducted a study on the students of three streams of study (Commerce, Science, arts) and she found that there is significant difference in the mean scores of the students of three streams of study (Commerce, Science, arts) irrespective of their sex and locality on awareness about human rights. The science students have more awareness about human rights awareness as compared to arts students. There is no significant off among male and female secondary level students about human rights irrespective of their stream of study & locality.

Sommer and stellmacher (2002) conducted a study focusing on knowledge about Human Rights The results showed only 4% people were aware about Human Rights.

Kumar (2002) conducted a study on girl's students of science and arts stream on the awareness of human rights and found that there is significant difference in the awareness of girl's students of science & arts stream about human rights. The girls of science stream & urban area have more awareness about human rights as companed to girls of arts stream & rural area known about the different policies run the Indian Government.

Benicia (2004) convened the study on "Attitudes of Preservice Teachers towards Human Rights, Particularly about Human Rights Related to Labours. To assess their attitudes of human rights and unfair labour conditions, two types of presentations. (a) Docudrama and discussion and (b) lecture and discussions were conducted. The researcher evaluated these teaching methods on their efficiency in creating an awareness of human rights violation and labour conditions. The study was administered on elementary preservice teachers and secondary preservice teachers typically at the junior undergraduate level. There were 118 participants who attended the treatment under control group and completed the surveys. The



study utilized mixed methods combining quantitative and qualitative data. Surveys addressed general human rights attitudes towards labour conditions in the United States and all over the world. Post test was administered on participants to gain additional in rights on their attitudes towards human rights and labour conditions. Descriptive Statistics were used to report the means and standard deviations of the pretest and post test scores of participants. Inferential statistics were conducted in order to determine the effectiveness of the methods used for the treatment groups compared to the control group.

Findings suggest that participants had small gains in knowledge and general attitudes towards human rights after being exposed to the treatments. However treatments were not effective under unfair labour conditions. Interviewees acknowledged poor activism on human- rights issues in the United States and felt that educating their Students about these issues when they became teachers might create a change.

Pandey (2005) conducted a study on Human Rights Awareness of Teachers and Teacher Educators in India. The study included a very heterogeneous group of teachers in terms of age, teaching experience and school level assigned to them. A scrutiny their demographic profile reveals that the respondents varied from 27 years to 56 years. The Survey was administered on a sample of sixty four teachers and teacher educators working at different levels of school education included forty six male and eighteen female teachers with teaching experiences ranging from one year to more than twenty five years. 70% teachers lacked awareness about the existence of Human Rights Protection Act in India.

Mathiwala (2006) conducted a student on Human Rights Awareness among B.Ed students. On the basis of the findings it was found that only few students have exhibited high human rights awareness and none of the students have shown low human rights awareness. The finding shows that there is an urgent need to take action towards making students aware about human rights.

Kumar & Kumar (2009) conducted a study on “Human Rights Awareness among Secondary School Teacher Trainers”. The study was conducted in Wayanad district of Kerala. Out of six secondary school teacher training institutions, Mar Baselios College of Education was selected at random. A sample of 90 (34 male and 56 female) teacher trainees were chosen. The investigator developed a Human Rights Awareness Questionnaire which consisted of forty items of multiples-choice type. The results of the survey indicated that Majority of teacher trainers are not well aware of the basic issues related to human rights, which they are expected to promote in their classroom.

Dhoot (2011) conducted a study on Awareness of Educational Rights among B.Ed. Girls students. The data was collected through a questionnaire through non probability sampling. 18% girl students are familiar with basic human rights while 32% girl’s student are unknown about basic human rights. 96% B.Ed girls students are of this opinion that women’s education is helping in changing the society.

Ashraf (2013) conducted a study on Human Rights Awareness among Prospective Teachers to investigate the aware of human rights among prospective teachers. 200 prospective teachers were the sample of study and they were selected through stratified random sampling method. A Human Rights Awareness tools based on Eight dimensions was used by the researcher. A finding of the study reveals that the level of Human Rights Awareness among prospective teachers is very low. The level of awareness of human rights in B.Ed students are more than the D.Ed students. Similarly the awareness level in male teacher trainee. Whether they are doing B.Ed or D.Ed possess more awareness towards human rights than the female teacher trainees whether they are doing B.Ed or D.Ed. The results revealed that the prospective teachers have no sufficient knowledge about the human rights.

Kumar (2014) conducted a study on 300 B.Ed student teachers from Pondicherry Union Territory. Descriptive Analysis was done. It was concluded that the Awareness of human rights of B.Ed student teachers is found to be low. The female student’s teachers are aware with human rights than male student’s teachers. The rural and urban student teachers do not show significant difference in their awareness of human rights.



Objective

The main objective of the present investigation was to study the human rights awareness in teacher trainees with various aspects of human rights--to life, security, religion, expression, education, etc.

Limitation

This study was conducted on 100 B.Ed. students and for data collection researcher has used self made questionnaire only.

Method

The survey was administered on a sample of B.Ed. students. Thus, survey method was adopted for the present research.

Sample

For the present study four B.Ed. colleges were randomly selected from the Fatehgarh Sahibs district of Punjab state. Sample has hundred students.

Tools

A Human Rights Awareness Questionnaire (HRAQ) developed by the investigator was used for data collection. The HRAQ consists of thirty items with yes-no choice and respondent have to choose the correct alternative.

Data Analysis

The data analysis was carried out on the basis of objectives of the study. In each table the items were arranged in the order followed in the questionnaire. Later the results were interpreted and conclusions were drawn.

Table-1 Civil Rights

No	Rights	Yes	No
1	Right to freedom and equality in dignity and right	77%	23%



2	Freedom from discrimination	67%	33%
3	Right to life, liberty and security of person	60%	40%
4	Right to freedom from slavery and servitude	55%	45%
5	Right to freedom from torture or degrading treatment	40%	60%
6	Right to freedom from arbitrary arrest or exile	43%	57%
7	Freedom from interference with privacy, including home, family and correspondence	35%	65%
8	Right to freedom of movement and residence in one's own country and to leave and return at will	90%	10%
9	Right to a nationality and freedom to change it	55%	45%
10	Right to own property	89%	11%

Table-1 shows that most of the students were aware about Right to own property, Right to freedom of movement and residence in one's own country and to leave and return at will and Right to freedom and equality in dignity. Less were aware about Freedom from interference with privacy, including home, family and correspondence and freedom from arbitrary arrest or exile.

Table-2 Cultural Rights

No	Rights	Yes	No
1	Right to rest and leisure	85%	15%
2	Right to participate in the cultural life of the community	90%	10%

Table-2 shows that most of the students were aware about their cultural rights.

Table-3 Economic Rights

No	Rights	Yes	No
1	Right to marriage and protection of family being	86%	14%
2	Right to work and fair pay for work	77%	23%
3	Right to adequate standard of living for health and well-being	64%	36%



Table-3 shows that most of the students were aware about Right to marriage and protection of family being their cultural rights. They were well aware about their economic rights.

Table-4 Educational Rights

No	Right	Yes	No
1	Right to education	90%	10%

Table-4 shows that all students were aware about Educational Rights.

Table-5 Legal Rights

No	Right	Yes	No
1	Right to recognition as a person before the law	65%	35%
2	Right to equal consideration before the law	67%	33%
3	Right to remedy through a competent tribunal	45%	55%
4	Right to a fair trial or public hearing	40%	60%
5	Right to be considered innocent until proven guilty	55%	45%

Table-5 shows that majority of the students knew about Right to equal consideration and recognition as a person before the law. They had less awareness about Right to a fair trial or public hearing & Right to remedy through a competent tribunal.

Table 6 Political Rights

No	Rights	Yes	No
1	Freedom of belief and religion	97%	3%
2	Freedom of opinion and information	67%	33%
3	Right to peaceful assembly and association	70%	30%
4	Right to participate in government and in free elections and	65%	35%

	to equal access to public service		
5	Right for protection of these rights from state or other interference	45%	55%

Table-6 shows that most of the students were aware about Freedom of belief, religion, opinion and information. Less were aware about Right for protection of these rights from state or other interference.

Table 7 Social Rights

No	Rights	Yes	No
1	Right to social security	69%	31%
2	Responsibility to community essential to free and full development of the individual	37%	63%

Table-7 shows that most of the students were aware about Right to social security but they had less awareness about Responsibility to community essential to free and full development of the individual.

Table 8 International Rights

No	Rights	Yes	No
1	Right to asylum	32%	68%
2	Right to social order assuring human rights	29%	71%

Table-8 shows that very less students were aware about International Rights.

Conclusion

This study is undertaken mainly to find out what proportion of the B.Ed. students possess human rights awareness. On the basis of the findings it is noticed that only a exhibited high human rights awareness. At the same time none of the students have exhibited



low human rights awareness. Keeping the findings of the study in view there is an urgent need to initiate action towards making students aware about human rights.

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